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ABSTRACT

A continuing objective of New York State has been to provide equal access to postsecondary educational opportunity. To meet this objective the State has provided resources for special programs in postsecondary institutions for persons who have been academically and educationally disadvantaged. The four separate programs that serve the needs of this target population are: (1) College Discovery; (2) Search for Education, Elevation and Knowledge; (3) the Educational Opportunity Program; and (4) the Higher Education Opportunity Program. This report, which displays and compares data from the 1977-78 and 1978-79 annual reports of all participating equal education programs, was submitted by the State Board of Regents in compliance with the requirement that comments and recommendations be made for the improvement of the programs. Included in this report are data regarding enrollments, student characteristics, campus instructional and support services programs, program staff, courses of study, student achievement, graduation and retention, and program financing. (Author/MK)

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NEW YORK STATE PROGRAMS OF POSTSECONDARY OPPORTUNITY, 1977-78 and 1978-79

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THE UNIVERSITY OF THE STATE OF NEW YORK
THE STATE EDUCATION DEPARTMENT
OFFICE OF THE PRESIDENT OF THE UNIVERSITY
AND COMMISSIONER OF EDUCATION
ALBANY, NEW YORK 12234

July 30, 1980

Dear Governor Carey:

In accordance with Section 6452 of the Education Law, I am submitting this analysis of the activities of the postsecondary opportunity programs in the public and independent sectors for the 1977-78 and 1978-79 academic years. In July 1980, the Regents approved the recommendations in the report and authorized release of the document. The combining of reports for two years was occasioned by late receipt of some institutional reports.

The report makes recommendations in the areas of enrollment patterns and practices, financial aid, and integration of opportunity program and regular college academic supportive services.

The Regents, in approving this report for transmittal, wish to emphasize the importance of postsecondary opportunity programs in enabling high school graduates from backgrounds of severe economic and educational disadvantage to enter and succeed in college and to break the poverty cycle. In 1979, more than a quarter of all undergraduate minority students in New York State attended college through SEEK, HEOP, EOP, and College Discovery. These programs thus remain an important mechanism for assuring student diversity and access to opportunity in the colleges and universities. As of 1979, almost 20,000 students had graduated from opportunity programs. I know you share our pride in their accomplishments.

Sincerely,

Gordon M. Ambach

The Honorable Hugh L. Carey
Governor of the State of New York
Executive Chamber
The Capitol
Albany, New York

Enclosure

cc: Chancellor Genrich, Chancellor Kibbee, Chancellor Wharton, Regent Barell, President Paley, President Whalen, Legislative Leadership

THE UNIVERSITY OF THE STATE OF NEW YORK

THE STATE EDUCATION DEPARTMENT

ALBANY, NEW YORK 12230

DEPUTY COMMISSIONER FOR
HIGHER AND PROFESSIONAL EDUCATION

July 3, 1980

ANNUAL REPORTS FOR 1977-78 AND 1978-79 FROM THE
POSTSECONDARY OPPORTUNITY PROGRAMS

To the Commissioner of Education:

The Education Law gives to the Regents a number of oversight responsibilities with regard to the postsecondary opportunity programs. Sections 6451 and 6452 of the Education Law, as added by Chapter 1077 of the laws of 1969, which established the HEOP program, provided for a statewide coordination of the opportunity programs at CUNY, SUNY, and the independent colleges and universities under the aegis of the Board of Regents.

Section 6452, Paragraph 5a, directs that "the trustees of the State University and the City of New York shall furnish to the Regents, and the Director of the Budget, and the Chairman of the Senate Finance Committee and the Chairman of the Assembly Ways and Means Committee, at least annually, a report... of the operations of such programs (EOP, SEEK, and College Discovery)." This section goes on to state that "The Regents shall review such reports, and forward the same, along with their comments and recommendations to the Governor and Legislature..."

Department staff have prepared a report of some 75 pages which provides a comprehensive view of the postsecondary opportunity programs, based on the annual reports of each program. An abstract, including conclusions and recommendations, of the comprehensive report is provided herewith. The complete report is available upon request, as are the individual reports, totaling approximately 1,000 pages.

The abstract and the comprehensive review represent combined reports for 1977-78 and 1978-79. The combining of reports for two years was occasioned by late receipt of reports from The City University of New York. Their 1977-78 reports were not complete until February, 1980 and their 1978-79 reports were received in May 1980.

After approval by the Regents, both the abstract and the comprehensive review will be forwarded to the Governor and the Legislature in accordance with the Education Law.

RECOMMENDATION: I recommend that the Regents take the following action:

VOTED, the Regents approve the recommendations contained in the document entitled New York State Programs of Postsecondary Opportunity, 1977-78 and 1978-79, and authorize release of the document.

Respectfully submitted,

Dorothy Harrison-Blaney

Dorothy Harrison-Blaney

Approved:

Commissioner of Education

7 80 July 8. 80

Date

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I FOREWORD

A persistent objective of New York State has been to provide equal access to postsecondary educational opportunity. To meet this objective the State has provided resources for special programs in postsecondary institutions for persons who have been academically and educationally disadvantaged. The four separate programs which serve the needs of this target population are College Discovery (CD), Search for Education, Elevation and Knowledge (SEEK), the Educational Opportunity Program (EOP) and the Higher Education Opportunity Program (HEOP).

The first of these programs, College Discovery, was established in the community colleges in New York City in 1964. In 1966, a corollary program, SEEK, was started in the four-year colleges of the City University of New York (CUNY). These two programs are governed by the City University's Board of Trustees. The Office of Special Programs in CUNY has the responsibility for coordinating and supervising the activities of SEEK and College Discovery.

The Educational Opportunity Programs, established in 1967, are a part of the State University of New York (SUNY), which is governed by its own Board of Trustees. These programs serve students in two- and four-year colleges in all areas of the State outside New York City and in the Fashion Institute of Technology within the City. An Office of Special Programs in the University's central administration coordinates and supervises EOP plans, reports and activities.

The Higher Education Opportunity Programs, established in 1969, operate in many independent colleges and universities throughout the State. The State Education Department, acting on behalf of the Board of Regents, makes awards and monitors HEOP in both two- and four-year institutions.

The Board of Regents is directed, under Section 6452 of Education Law, to review plans and reports for all sectors and to make comments and recommendations for improvements in the programs.

This report, which displays and compares data from the 1977-78 and 1978-79 annual reports of all sectors, is submitted in compliance with that requirement.

ABSTRACT

New York State's educational opportunity programs provide services which help economically and educationally disadvantaged persons to enroll and succeed in higher education. These programs, Search for Education, Elevation and Knowledge (SEEK), College Discovery (CD), the Educational Opportunity Program (EOP), and the Higher Education Opportunity Program (HEOP), help disadvantaged students acquire degrees by permitting extra time for completion of requirements, and by providing financial assistance and special supportive services, such as prefreshman summer work, remedial courses, tutoring and counseling.

During 1977-78 and 1978-79 the total appropriations for opportunity programs were respectively $31,854,000 and $24,807,500. Total State appropriations for opportunity programs have fluctuated since 1976-77 because of changes in the State-City share of SEEK funding. Overall, the level of appropriations for the opportunity programs, excluding SEEK, decreased by five percent between 1976-77 and 1978-79.

Total expenditures from a combination of State, institutional, and federal and other sources were $111,957,383 in 1978-79. Between 1976-77 and 1978-79 total expenditures varied by less than one percent. Of total expenditures in 1978-79, the State provided 22 percent, the institutions 21 percent and federal and other sources 57 percent. Since 1976-77 the State's share of expenditures decreased by four percentage points.

The opportunity funds appropriated were intended to serve a projected enrollment of 31,563 students in 1977-78, and 31,863 students in 1978-79. The 1978-79 approved enrollment represented an increase of about two percent over that of 1976-77. The actual headcount enrollment for all programs was 34,507 in 1977-78 and 34,260 in 1978-79. These headcount enrollments represented full-time equivalent enrollments of 29,945.4 and 30,176.9 respectively. During these two years the changes in both headcount and full-time equivalent enrollment were less than one percent.

Of the 34,260 enrollees in 1978-79, 12,750 were freshmen. The academic underpreparedness of these students was not significantly different than that of the previous year's entering class. In 1978-79 about 90% of the freshmen with diplomas had high school averages below 80. Over 67 percent of these with a quintile ranking were in the lower three quintiles and 12 percent were in the lowest quintile. Twenty percent of the first year students had an equivalency diploma or no diploma.

Fifty-seven percent of the entering students in 1978-79 had family incomes below $4,780, the lowest income category of the opportunity program economic eligibility scale, and over 97 percent had family incomes below $12,870.

The programs continued to serve large numbers of students from groups traditionally underrepresented in higher education. About 53 percent of the students in opportunity programs were black and 23 percent were Spanish-surnamed in 1978-79. These percentages have not changed significantly in

recent years, which seems to indicate that in relation to total enrollment, the proportion of students in these racial/ethnic groups may have stabilized. In 1978-79 the City University programs, SEEK and College Discovery, had the largest percentage of Spanish-surnamed students, while HEOP served the highest proportion of black students.

About 56 percent of all opportunity program enrollees were women in 1978-79. This represents a decrease of four percentage points since 1976-77. This small decrease resulted chiefly from the increase in the number of men in SEEK. Between 1976-77 and 1978-79 the proportion of men in SEEK increased from 27 percent to 45 percent.

Although the percentage of male opportunity students increased, the number of black male students as a percent of total students decreased slightly in each program. College Discovery had the lowest proportion of black male students, where they represented only 15 percent of the opportunity students and 29 percent of total black students.

Approximately 57 percent of opportunity students were 21 years of age or over in 1978-79. The concentration of these older students ranged from a high of 70 percent in EOP community colleges to 45 percent in College Discovery.

The programs provided structured supportive services including a full range of remedial, developmental and supportive (RDS) courses, tutoring, and counseling. In 1978-79, a total of almost 2,500 summer, fall and spring RDS course selections were offered in opportunity programs. Language arts and mathematics and physical science courses predominated among RDS selections. The average number of tutoring hours received by opportunity students in 1978-79 was 18, the same as in 1976-77. Some form of counseling was provided to over 90 percent of opportunity program students. HEOP provided the greatest number of both tutoring and counseling hours per student.

Achievement measures for college students are grade point averages, credit accumulation, and separation and graduation rates. During 1978-79, about 55 percent of opportunity students had passing grades of 2.0 or above, the same as in 1977-78, but about three percentage points less than in 1976-77. The greatest proportion of students with passing grades occurred in HEOP four-year colleges and EOP at State-operated colleges.

On the average, opportunity students enrolled in 1978-79 had attempted 45 credits and completed 34 credits during their college careers, producing a course completion rate of 76 percent. The average retention rate, excluding transfers, for all programs was about 75 percent in both 1977-78 and 1978-79, about four percentage points lower than in 1976-77. Of the students who left the program before graduation, 38 percent were academically dismissed. In all programs except SEEK, financial, medical, and personal problems constituted the largest category of reasons for students leaving prior to graduation. In 1978-79, the addition of 2,466 new graduates brought the total of opportunity program graduates to almost 20,000 students.

Summary of Recommendations
(see Chapter X, Conclusion)

Recommendation 1: City University should permit students from other opportunity programs to transfer into SEEK on a space-available basis.

Recommendation 2: The opportunity programs should examine together ways of more effectively reaching and retaining black male students.

Recommendation 3: The opportunity programs should continue their efforts to discover ways of effectively serving the needs of disadvantaged persons whose first language is other than English.

Recommendation 4: The opportunity programs should begin to plan for the integration of their special academic support services with those of their host institutions, while making sure the focus and mission of the special programs is maintained. The order of integration of services might be: diagnostic testing; basic skills instruction; tutoring; and counseling. An emphasis on service to minorities and the disadvantaged should be preserved as well in recruitment, admissions, and student activities programming.

Recommendation 5: The appropriated amount available to special program students for financial aid should be increased to the point where their financial needs are satisfied, after other grants, loans, work and savings have been taken into account.

Recommendation 6: TAP entitlement should be extended to up to ten semesters for all underprepared students in programs of remedial study.

Recommendation 7: The public universities should together examine the relationship of special opportunity programs to the community colleges and recommend new patterns for effectively serving the needs of disadvantaged students at those institutions.

III ENROLLMENTS

Enrollment Size

The State Legislature approved funds for the enrollment of 31,563 opportunity students in 1977-78, and 31,863 students in 1978-79. This represented an increase of about two percent over the approved enrollment for 1976-77. As shown in Table 1, increases in enrollment were projected for HEOP and College Discovery. Enrollment levels were expected to remain the same for EOP State-operated colleges and community colleges, and to decrease slightly for SEEK.

Table 1

Opportunity Program Growth, 1976-77 to 1978-79

	Projected Enrollment in 1976-77	1977-78	1978-79	Difference 1976-77 to 1978-79	Percent Growth Rate
SEEK	10,600	10,200	10,500	- 100	- .9
HEOP	5,300	5,563	5,563	+ 263	+ 5.0
EOP State	7,800	7,800	7,800	0	0
Community	3,400	3,400	3,400	0	0
College Discovery	4,100	4,600	4,600	+ 500	+12.2
TOTALS For All Programs	31,200	31,563	31,863	+ 663	+ 2.1

Tables 2 and 3 compare the actual full-time equivalent enrollments for 1977-78 and 1978-79 with the projected enrollments. The average rate of underenrollment for both years was about five percent, a small increase over 1976-77. In 1978-79 actual enrollment was greater than projected enrollment in HEOP and College Discovery. The greatest underenrollment in both years occurred in EOP community colleges.

Table 2

Projected Enrollment Versus Actual Enrollment
in Opportunity Programs, 1977-78

	Projected Enrollment	Actual Enrollment	Difference	Percent Difference
SEEK	10,200	10,083[1]	-117	-1.1
HEOP	5,563	5,546.1[2]	-16.9	-.3
EOP State	7,800	7,228.8[2]	-571.2	-7.3
Community	3,400	2,702.5[2]	-697.5	-20.5
College Discovery	4,600	4,385[1]	-215	-4.7
TOTAL	31,563	29,945.4	-1,617.6	-5.1

Table 3

Projected Enrollment Versus Actual Enrollment
in Opportunity Programs, 1978-79

	Projected Enrollment	Actual Enrollment	Difference	Percent Difference
SEEK	10,500	9,774[1]	-726	-6.9
HEOP	5,563	5,817.7[2]	+254.7	+4.6
EOP State	7,800	7,179.7[2]	-620.3	-8.0
Community	3,400	2,723.5[2]	-676.5	-19.9
College Discovery	4,600	4,682[1]	+82	+1.8
TOTAL	31,863	30,176.9	-1,686.1	-5.3

[1]Average of Fall and Spring Enrollments as reported in 1977-78 and 1978-79 CUNY Data Books.

[2]Full-Time Equivalent Enrollment.

The actual enrollment, which consisted of the averages of fall and spring headcount enrollments for the CUNY programs and FTE's for the other opportunity programs, was 29,945.4 in 1977-78 and 30,176.9 in 1978-79. The change in enrollment was less than one percent.

During both years, of the total enrollment, SEEK had 34 percent, College Discovery 15 percent, EOP State-operated 23 percent, EOP community colleges 9 percent, and HEOP 19 percent. In 1978-79, although independent colleges accounted for about 38 percent of all undergraduate full-time enrollment in the State, HEOP enrolled only 19 percent or proportionally one half as many of the opportunity program students. Enrollment in the State University was 40 percent of total undergraduate enrollment, compared to EOP enrollment which was 32 percent of opportunity program enrollment. City University enrollment equalled 22 percent of undergraduate enrollment while SEEK and College Discovery enrollment combined was 49 percent or about half of the total opportunity student enrollment.

Enrollment Patterns

Tables 4 and 5 show student enrollments according to the four possible sessions of attendance. Fall and spring were the periods of greatest activity and highest enrollment on all campuses. Enrollment during the summer varied widely among programs.

In 1977-78 and 1978-79 the City University, SEEK and College Discovery programs did not formally admit new students for the summer and winter terms. However, they allowed some enrollees to take courses during the summer before official entry into college. These students and continuing students constituted the CUNY summer enrollments. Combined SEEK and College Discovery summer enrollment has declined as a percent of fall enrollment by about five percent since 1976-77. In 1979-80, CUNY and SUNY began to admit prefreshman summer students.

Table 4

Headcount Enrollment by Term, 1977-78

	Summer	Fall	Winter	Spring	Summer as % of Fall Enrollment	Winter as % of Spring Enrollment
SEEK*	1,782	10,301	- -	9,865	17.3	- -
HEOP	1,571	5,664	421	5,737	27.7	7.3
EOP State	- -	7,391	122	6,985	- -	1.7
Community	362	2,849	23	2,731	12.7	.8
College Discovery*	669	4,619	- -	4,150	14.5	- -
TOTAL	4,022	30,824	566	29,468	13.0	1.9

*SEEK and College Discovery fall and spring enrollments are from the 1977-78 and 1978-79 CUNY Data Books; summer enrollments are from the 1977-78 and 1978-79 Annual Reports for the SEEK and College Discovery programs.

Table 5

Headcount Enrollment by Term, 1978-79

	Summer	Fall	Winter	Spring	Summer as % of Fall Enrollment	Winter as % of Spring Enrollment
SEEK*	1,549	10,047	- -	9,500	15.4	- -
HEOP	1,966	6,078	424	5,667	32.3	7.5
EOP State	- -	7,406	- -	6,967	- -	- -
Community	- -	2,922	106	2,693	- -	3.9
College Discovery*	454	4,614	- -	4,750	9.8	- -
TOTAL	3,969	31,067	530	29,577	12.8	1.8

*SEEK and College Discovery fall and spring enrollments are from the 1977-78 and 1978-79 CUNY Data Books; summer enrollments are from the 1977-78 and 1978-79 Annual Reports for the SEEK and College Discovery programs.

EOP reported no summer students in 1978-79. In the preceding year, a relatively small proportion of EOP community college students were enrolled in summer classes. Over 82 percent of those who did attend summer classes were continuing students.

The Higher Education Opportunity Program actively encourages entering students to participate in special instructional programs before regular college classes begin. As a result of this policy, more than half of each freshman class participates in the summer sessions, and over 70 percent of the summer enrollment consists of prefreshmen.

The winter session has very low enrollments. The CUNY opportunity programs do not schedule any classes during this period. Even where programs are conducted, fewer than 10 percent of the enrollees participate. Spring enrollments are usually lower than fall enrollments. As shown in Tables 6 and 7, an average of five percent fewer students were enrolled in the spring sessions.

Table 6

Comparison of Fall and Spring Enrollments, 1977-78

	Change in Enrollment Fall to Spring	Percent Change
SEEK	-436	-4.2
HEOP	+73	+1.3
EOP-State	-406	-5.5
EOP-Community	-118	-4.1
College Discovery	-469	-10.2
Net Spring Decrease	-1,502	-4.9

Table 7

Comparison of Fall and Spring Enrollments, 1978-79

	Change in Enrollment Fall to Spring	Percent Change
SEEK	-547	-5.4
HEOP	-411	-6.8
EOP-State	-439	-5.9
EOP-Community	-229	-7.8
College Discovery	+136	+2.9
Net Spring Decrease	-1,490	-4.8

IV STUDENT CHARACTERISTICS

Students who participate in opportunity programs must be both economically and educationally disadvantaged. Periodically, the Board of Regents reviews and adjusts the economic and academic criteria used to determine student eligibility.

Economic

The basis for determining economic disadvantage is a family income scale, adjusted for the number of household members, for the year prior to the student's first attending college. Table 8 displays the economic eligibility scale in effect during 1977-78 and 1978-79.

Table 8

Economic Eligibility Criteria for Opportunity Programs
For Entering Students, 1977-78, 1978-79

Number of Members in Household (including Head of Household)	Gross Annual Family Income for Calendar Year Prior to Year of Entry
1	$ 4,780
2	5,920
3	7,540
4	9,050
5	10,440
6	11,710
7	12,870
8	13,920
9	14,850
10	15,660

[1]Add $1,000 for families with two workers or with one worker who is sole support of a one-parent family. The gross family income scale may also be raised by $1,000 for each additional member of the household who is attending a postsecondary institution on at least a half-time basis.

In calculating total family income the student's income is not included unless the student is the head of the household or the second worker supporting the household.

The economic guidelines apply at the time of the student's admission to the program. The student must provide verification of his/her economic eligibility by supplying a copy of Federal and other official documentation as applicable. If a

student's income or his/her parents' income rises in subsequent years, the student may continue to receive program services, but the amount of financial aid must be recomputed and reduced by expected parental contribution.

Fifteen percent of the students admitted to opportunity programs may be from families whose incomes exceed the family scale with little accruing to their educational needs or with other extenuating circumstances. These circumstances must be documented by written statements from reliable disinterested persons. These students, like all opportunity program students, must have been historically disadvantaged.

The income eligibility scale has been adjusted for 1980-81, based on a review of changing economic circumstances, to allow for inflation-driven cost of living increases.

Table 9 displays the percent distribution of entering opportunity students by gross family income for 1978-79. Table 10 presents the same data on a cumulative basis.

Over 97 percent of all entering opportunity students had family incomes below $12,870. Fifty-seven percent were in the lowest income category, about six percent more than in the two previous years. EOP community colleges had the largest percentage of students in the lowest income category, while EOP State-operated colleges had the smallest percent.

Students who were wards of the State or a county, or from families which received Social Service funds, or lived with foster parents and received no parental aid, did not need to meet the economic criteria to prove their eligibility.

Table 9

Percent Distribution of Entering Opportunity Students by Gross Family Income, 1978-79

	0-4,780	4,781-5,920	5,921-7,540	7,541-9,050	9,051-10,440	10,441-11,710	11,711-12,870	12,871-13,920	13,921-14,850	Over 14,850
SEEK	58.8	10.5	11.9	7.4	4.5	3.0	1.5	.9	.5	1.1
HEOP	62.1	7.6	10.7	7.9	4.7	2.8	1.9	1.0	.5	.8
EOP State	43.6	11.8	13.5	11.4	7.3	6.3	2.5	1.2	.7	1.5
Community	66.2	9.5	8.5	6.1	4.6	1.8	1.5	1.1	.5	.2
College Discovery	58.7	11.5	11.9	7.5	4.1	2.2	1.5	.7	.5	1.4
MEAN	57.4	10.2	11.5	8.1	[illegible]	3.3	1.8	1.0	.6	1.1

Table 10

Cumulative Percent Distribution of Entering Opportunity Students by Gross Family Income, 1978-79

	0-4,780	4,781-9,050	9,051-12,870	Over 12,870
SEEK	58.8	88.6	97.6	100.0
HEOP	62.1	88.5	97.5	100.0
EOP State	43.6	80.3	96.4	100.0
Community	66.2	90.3	98.2	100.0
College Discovery	58.7	89.6	97.4	100.0

Table 11 shows the distribution of entering opportunity students by number of persons in household and type of benefits received. Table 12 compares the 1978-79 distribution of opportunity students by these characteristics with the distributions in previous years.

In 1978-79 approximately 21 percent of students enrolled for the first time in opportunity programs were independent. This represents an increase over 1977-78 but closely approximates the percentages of independent students in the two previous years.

Nineteen percent of the opportunity students were Social Services recipients in 1978-79, about five percent less than in 1977-78. The overall decrease in percentage was a result of significantly decreased numbers of Social Service recipients reported by CUNY's opportunity programs in 1978-79. SEEK and College Discovery respectively reported 15 and 13 percent fewer students receiving these benefits.

About two percent of the students received Veterans Benefits. This percentage has been decreasing for several years. The percent of those receiving Social Security benefits has not changed significantly. The number of entering students receiving unemployment insurance was less than one percent. City University has not reported students receiving unemployment insurance.

Table 11

Percent Distribution of Entering Opportunity Students
by Number in Household and Benefits Received
1978-79

Percent by Number in Household				Percent Receiving:			
	One (independent)	2-4	5+	Soc. Serv.	VA Benefits	Soc.Sec.	Unemploy. Insurance
SEEK	17.8	51.6	30.6	5.0	1.3	6.5	- -
HEOP	24.7	45.9	29.4	35.2	2.6	5.1	1.1
EOP							
State	16.5	44.6	38.9	19.5	3.6	10.5	.7
Community	33.9	40.6	25.5	36.5	2.9	9.6	1.6
College Discovery	12.5	57.0	30.5	5.6	1.3	8.3	- -
MEAN	20.6	48.1	31.3	18.9	2.3	7.9	.6

Table 12

Percent Distribution of All Entering Opportunity Students by Number in Household and Benefits Received 1973-74 to 1978-79

Percent by Number in Household:				Percent Receiving:			
One (independent)		2-4	5+	Soc. Serv.	VA Benefits	Soc. Sec.	Unemployment Insurance
1973-74	25.5	45.3	29.1	14.9	12.8	7.9	NA
1975-76	20.7	45.6	33.7	21.1	4.0	8.4	NA
1977-78	15.7	48.7	35.6	23.7	2.4	7.4	2.9
1978-79	20.6	48.1	31.3	18.9	2.3	7.9	.6

NA = Not Available

Academic

Applicants for opportunity programs are defined as educationally disadvantaged if they do not qualify for admission to any regular academic program at a particular institution based on normally applied standards, primarily high school performance and college entrance scores.

Table 13 displays the percent distribution of entering opportunity students in 1978-79 by three common indicators of high school achievement: high school average, class rank, and type of diploma received.

Between 1977-78 and 1978-79, the extent to which entering opportunity students were academically underprepared did not change significantly. However, by some indicators of high school performance, such as quintile ranking, averages below 70 and receipt of General Equivalency Diplomas, students entering in 1977-78 and 1978-79 were somewhat less disadvantaged than those entering in 1976-77.

In 1978-79, 90 percent of all entrants who had received a diploma had high school averages below 80. About 25 percent had high school averages below 70, a decrease of seven percent since 1976-77.

In 1978-79, students in the lower three quintiles equalled 67 percent of those entering freshmen for whom rankings were available, a decrease of 10 percent since 1976-77. Twelve percent of the students were in the lowest quintile of their high school class.

The percent of entering opportunity students with nonacademic diplomas remained about the same from 1976-77 to 1978-79, while the percent with either no diploma or a General Equivalency Diploma declined since 1976-77. A total of 20 percent of the entering opportunity students were in these categories in 1978-79.

An examination of the individual opportunity programs shows that the City University SEEK and College Discovery programs had the largest percentages of students with averages below 70 and 80. These lower high school averages must be carefully interpreted, since City University's admissions policy is to calculate high school averages based on a "college admissions average" which excludes courses which are judged inappropriate for college entrance requirements. The other opportunity programs include grades from all coursework, including the frequently higher graded electives, in their calculation of high school averages. EOP community college entering students were the most academically disadvantaged in terms of low quintile rankings, lacking diplomas, or having equivalency diplomas.

Table 13

Summary of Entering Opportunity Students by Academic Preparation
1978-79

	A Below 80% Average	B Below 70% Average	C Lower Three Quintiles	D Lowest Quintile	E Non-Academic Diplomas	F No Diploma	G GED
SEEK	97.0	28.1	NA	NA	NA	NA	11.3
HEOP	68.4	16.1	53.3	12.5	27.0	3.7	18.3
EOP							
State	82.3	16.7	69.2	15.9	33.2	0	8.2
Community	90.7	25.6	81.3	25.5	28.5	14.0	25.1
College Discovery	97.3	32.6	NA	NA	NA	NA	13.3
MEAN	89.0	24.5	67.1	12.0	30.3	5.3	14.4

A. Percent of entering opportunity students with diplomas with high school averages below 80%.
B. Percent of entering opportunity students with diplomas with high school averages below 70%.
C. Percent of entering opportunity students with quintile ranking who were in the lower three quintiles.
D. Percent of entering opportunity students with quintile ranking who were in the lowest quintile.
E. Percent of entering opportunity students with diplomas who received non-academic diplomas.
F. Percent of entering opportunity students with no diplomas.
G. Percent of entering opportunity students with General Equivalency Diploma.
NA = Not available.

Scores from the Scholastic Aptitude Test, another measure of academic achievement, were available only for students in EOP and HEOP. SAT results for EOP community college students are not included in this report, since test results were available for only three percent of those entering students.

Table 14 shows that on the mathematics portion of the SAT 62 percent of the EOP State-operated college students and 55 percent of the HEOP students had scores below 380, which is well below the admissions cutoff at most institutions. About 68 percent of both EOP and HEOP entering opportunity students had verbal SAT scores below 380 in 1978-79.

Table 15 compares the percentages of opportunity students with scores below 380 for five consecutive years. The data show that, while the scores have fluctuated, the proportion of students with these very low scores has increased overall in both programs during this period.

Students in both of these opportunity programs continued to score well below the national mean for Scholastic Aptitude Test takers of 429 on the verbal portion and 468 on the math portion.

Table 14

Percent Distribution of Entering Opportunity Students by SAT Math and Verbal Scores 1978-79

	Math 560+	440-559	380-439	320-379	260-319	Below 260
HEOP	2.7	19.8	22.7	25.3	22.4	7.1
EOP-State	3.9	16.2	17.9	22.3	32.3	7.4
	Verbal 560+	440-559	380-439	320-379	260-319	Below 260
HEOP	.6	13.1	18.3	30.1	23.5	14.4
EOP-State	.5	12.4	18.1	24.7	31.0	13.3

Table 15

Percent Comparison of Entering Opportunity Students
With SAT Math and Verbal Scores Below 380
1974-75 to 1978-79

	Math Scores Below 380 in:					DIFFERENCE
	1974-75	1975-76	1976-77	1977-78	1978-79	1974-75 to 1978-79
HEOP	53.1	53.6	61.3	55.2	54.8	+1.7
EOP-State	56.9	52.2	59.7	52.9	62.0	+5.1
	Verbal Scores Below 380 in:					DIFFERENCE
	1974-75	1975-76	1976-77	1977-78	1978-79	1974-75 to 1978-79
HEOP	64.3	66.5	69.9	68.5	68.0	+3.7
EOP-State	59.1	62.5	69.0	60.5	69.0	+9.9

Ethnic Characteristics

The opportunity programs served students from all ethnic groups. Black students continued to predominate. As shown in Table 16, about 53 percent of the students in opportunity programs were black in 1978-79, the same as in 1977-78 but about three percentage points lower than in 1976-77. The Spanish-surnamed enrollment was 23 percent of the total in 1978-79. This percentage was about equal to that of 1976-77. These figures seem to indicate that in relation to total enrollment, the proportion of black and Spanish-surnamed students may have stabilized.

Table 16

Percent Distribution of Opportunity Program Students by Ethnicity, 1978-79

	Black	Native American	Oriental	Spanish Surnamed	Sub-Total	White	Other	Total
SEEK	54.7	.2	3.2	32.1	90.2	9.8	- -	100.0
HEOP	57.8	.5	2.5	20.9	81.7	17.1	18.3	100.0
EOP State	49.7	.8	2.6	12.4	65.5	28.8	5.7	100.0
Community	52.2	.6	.6	9.5	62.9	36.7	.4	100.0
College Discovery	50.2	- -	1.0	35.9	87.1	12.2	.7	100.0
Weighted Mean	53.3	.4	2.4	23.0	79.1	19.2	1.7	100.0

In 1978-79, HEOP served the highest proportion of black students, while SEEK and College Discovery had the largest percentages of Spanish-surnamed students. EOP State-operated and community college programs had the lowest percentages of minority students enrolled.

Table 17 compares minority student enrollment, including blacks, Native Americans, Orientals, and Spanish-surnamed students, in each of the opportunity programs for four consecutive years. Minority student enrollment has remained about the same since 1975-76, equaling 79 percent of total opportunity program enrollment in 1978-79. During this period, minority student participation decreased in EOP State-operated programs, increased slightly in EOP community colleges, and remained essentially unchanged in HEOP and in the City University's opportunity programs.

An examination of the enrollment figures from 1975-76 to 1978-79 reveals that the number of black students in the EOP programs decreased in actual terms and in proportion to program enrollment. In SEEK and College Discovery, the number and percent of black students remained about the same. Black enrollment in HEOP increased, but at a slower rate than total enrollment.

Table 17

Minority Student Enrollment By Sector
1975-76 to 1978-79

	Black	Native American	Oriental	Spanish Surnamed	Total HC Enrollment Minorities	Minority Enrollment as % of Total
SEEK						
Fall '75	5,933	-	364	3,352	9,649	90.1
Fall '76	7,024	12	184	3,650	10,870	94.7
Fall '77	6,183	11	126	4,473	10,793	94.1
Fall '78	5,914	22	341	3,469	9,746	90.2
HEOP						
Fall '75	3,727	103	100	1,211	5,141	82.0
Fall '76	3,634	66	103	1,265	5,068	81.4
Fall '77	3,865	87	127	1,348	5,427	81.5
Fall '78	4,019	32	176	1,454	5,681	81.7
EOP State						
Fall '75	4,772	122	135	986	6,015	70.2
Fall '76	4,393	93	161	1,045	5,692	67.7
Fall '77	4,103	87	219	1,098	5,507	67.0
Fall '78	4,117	65	214	1,030	5,426	65.5
EOP Community						
Fall '75	2,425	42	14	319	2,800	62.3
Fall '76	1,988	25	7	290	2,310	63.7
Fall '77	1,875	21	10	367	2,273	64.7
Fall '78	1,911	21	24	348	2,304	62.9
College Discovery						
Fall '75	2,141	5	83	1,941	4,170	86.8
Fall '76	1,933	8	110	1,475	3,526	86.3
Fall '77	2,285	-	67	1,811	4,163	89.6
Fall '78	2,007	-	42	1,437	3,486	87.1
TOTALS						
Fall '75	18,998	272	696	7,809	27,775	79.7
Fall '76	18,972	204	565	7,725	27,466	81.1
Fall '77	18,311	206	549	9,097	28,163	81.6
Fall '78	17,968	140	797	7,738	26,643	79.1

The number of Spanish-surnamed students increased in actual terms and as a percent of total enrollment in all of the programs except College Discovery, which had a small decline in both.

Table 18 shows that the total statewide black and Hispanic undergraduate enrollment in public and independent colleges in fall 1978. City University had the highest proportion--48 percent--of black and Hispanic students, while State University, with seven percent, had the lowest. Statewide, black and Hispanic undergraduate enrollment increased by about two percentage points. A comparison with opportunity figures reveals that the percentage of black and Hispanics in total statewide enrollment continued to be between one-quarter and one-fifth as great as the percentage in opportunity programs.

Table 18

Number and Percent Distribution of Ethnic Groups in Full Time Undergraduate Enrollment in Public and Independent Colleges[1] Fall 1978

	Black Non-Hispanic		Hispanic		Other	
	Enrollment	%	Enrollment	%	Enrollment	%
Independent	14,729	7.3	7,209	3.6	179,196	89.1
CUNY	34,663	30.7	19,596	17.4	58,675	51.9
SUNY	10,462	5.0	3,106	1.5	193,948	93.5
Total	59,854	11.5	29,911	5.7	431,819	82.8

[1]Fall 1978 "Enrollment Compliance Report," Bureau of Statistical Services New York State Education Department

Table 19 shows that about 26 percent of the full-time undergraduate minority students in public and independent colleges were opportunity program participants in 1978-79. This represents a four percent decrease from 1976-77. At the State University of New York, although over half of all minority enrollment at the State-operated colleges continued to be EOP students, the percentage of non-EOP minority students has been increasing slightly. Minority students at EOP community colleges represented 38 percent of the SUNY community college minority population.

At City University four-year institutions, about 28 percent of all minority students were SEEK enrollees; 13 percent of the City University community college minority students were College Discovery participants. These figures represent no change for College Discovery since 1976-77, and a decrease of 11 percent for SEEK. As the total population of the City University diminished during this period, this figure represents a rapid decrease in the number of white students at the senior colleges of CUNY.

Minority students in HEOP constituted 22 percent of all undergraduate minority enrollees in independent colleges, a two percent decrease.

Table 19

Opportunity Program Minority Student Enrollment in 1978-79 Compared to Fall 1978 Full-Time Undergraduate Minority Student Enrollment[1] by Sector

	Black	Hispanic	Other Minority Groups	Total	Opportunity Programs as % of Total Minority Enrollment
CUNY-Senior Colleges	19,912	10,007	4,433	34,352	
SEEK	5,914	3,469	363	9,746	28.4
CUNY-Comm. Colleges	14,751	9,589	1,904	26,244	
College Discovery	2,007	1,437	42	3,486	13.3
SUNY-State Colleges	6,366	1,968	2,190	10,524	
EOP-State	4,117	1,030	279	5,426	51.6
SUNY-Comm. Colleges	4,096	1,138	850	6,084	
EOP-Community	1,911	348	45	2,304	37.9
Independent Colleges	14,729	7,209	4,177	26,115	
HEOP	4,019	1,454	208	5,681	21.8
Total All Colleges	59,854	29,911	13,554	103,319	
Total Oppor. Programs	17,968	7,738	937	26,643	25.8
Oppor.Programs as % of Total Minority Enroll.	30.0	25.9	6.9	25.8	

[1] "Fall 1978 Enrollment Compliance Report," Bureau of Statistical Services, New York State Education Department. This information was not collected for Fall 1977.

Age and Sex

As shown in Tables 20 and 21, 56 percent of all enrollees in 1978-79 were women compared with 59 percent in 1977-78. This small decrease since 1977-78 resulted chiefly from the eleven percentage point decrease of women in SEEK. Since 1976-77, the number of women in SEEK has decreased from 73 percent to 55 percent. In 1978-79 the percentage of women varied among the programs from a high of 67 percent in College Discovery to 51 percent in EOP State-operated colleges.

Table 20

Percent Distribution of Opportunity Students by Age and Sex
1977-78

	% Under 21	% 21-25	% Above 25	% Male	% Female
SEEK	43.9	40.4	15.7	34.0	66.0
HEOP	34.7	35.2	30.1	44.4	55.6
EOP State	43.4	38.2	18.4	49.5	50.5
Community	29.3	36.8	33.8	46.0	54.0
College Discovery	56.4	25.8	17.8	33.1	66.9
MEAN	42.2	36.5	21.3	40.8	59.2

Table 21

Percent Distribution of Opportunity Students by Age and Sex
1978-79

	% Under 21	% 21-25	% Above 25	% Male	% Female
SEEK	NOT	AVAILABLE		45.3	54.7
HEOP	39.0	32.1	28.9	43.6	56.4
EOP State	46.9	46.3	6.8	48.6	51.4
Community	29.9	52.2	17.9	44.9	55.1
College Discovery	55.3	26.1	18.6	33.3	66.7
MEAN	43.2	39.4	17.3	44.3	55.7

Although the percentage of male opportunity students increased between 1977-78 and 1978-79, Table 22 shows that the number of black male students as a percent of total students decreased slightly in each program. In HEOP, the actual number of black male students increased, but at a somewhat lower rate than the total HEOP population. In College Discovery, black male students constituted only 15 percent of opportunity students and 29 percent of total black students.

In 1978-79, approximately 57 percent of students in opportunity programs were 21 years of age or over. A program by program comparison reveals that EOP in the community colleges continued to enroll the highest percentage of older students, with 70 percent 21 or over. HEOP had the second largest concentration of students 21 or over--61 percent. College Discovery enrolled the youngest population, with about 45 percent under 21.

Table 22

Black Male Opportunity Students as a Percent of Total Opportunity Students 1977-78 and 1978-79

	SEEK	HEOP	EOP State	EOP Community	College Discovery	TOTAL
1977-78	NA	24.7	24.7	25.2	15.1	22.2
1978-79	NA	24.3	22.3	23.2	14.7	21.7
Difference		-.4	-2.4	-2.0	-.4	-.5

NA = Not Available

V CAMPUS PROGRAMS

The disparity between the educational skills which entering opportunity students typically have and the performance demanded at the college level requires that they receive substantial supportive services. To meet the challenges of inadequate high school preparation, opportunity programs in public and independent institutions have developed special remedial, developmental and supportive (RDS) courses, and comprehensive programs of tutoring and counseling.

Remedial and developmental instruction, which includes non-credit and credit courses, focuses on improving students' reading comprehension, basic vocabulary, writing ability, mathematics skills and study skills. These courses are generally taught by specialists who are acquainted with the special learning problems of disadvantaged students.

Developmental courses, which normally carry credit, are introductory courses in specific subject areas, which combine pre-college and college level material. They are usually taught by regular college faculty but meet more frequently than regular courses. These courses are often supplemented by tutoring and other forms of direct subject matter reinforcement.

A total of almost 2,500 summer, fall, and spring RDS course sections were offered in opportunity programs during 1978-79. Table 23 shows that language arts courses continued to predominate in HEOP, SEEK, and College Discovery, equaling about half of the RDS course offerings in these programs. In EOP, slightly more mathematics and physical science courses were offered than language arts courses.

The completion rate in RDS courses ranged from 88 percent in HEOP and EOP at State-operated colleges to about 50 percent in College Discovery.

Table 23

Remedial, Developmental and Supportive Courses
Distribution Among Opportunity Students by Subject Area
1978-79

	SEEK	HEOP	EOP State	EOP Community	College Discovery
RDS Subject Area					
Language Arts	50.3	45.6	30.2	30.6	50.9
Study Skills	12.4	9.2	11.0	12.5	10.2
Math and Physical Sciences	25.5	34.2	38.6	36.6	30.2
Social Sciences and Others	11.8	11.0	20.2	20.3	8.7
TOTAL	100.0	100.0	100.0	100.0	100.0

Tutoring

At both the public and independent colleges, tutoring services were available to opportunity students who needed specialized or individualized instruction and reinforcement in order to master basic skills. As shown in Table 24, the average number of tutoring hours provided to opportunity students ranged from 41 in HEOP to four in EOP community colleges. Overall, the average number of hours received per student tutored was 18 in 1978-79, the same as in 1976-77. SEEK, HEOP and College Discovery had increases in the average number of tutoring hours provided to students.

Table 24

Distribution of Tutoring Services to Opportunity Students
1976-77 to 1978-79

		Tutoring Hours	Total Number of Students Tutored	Average Number of Tutoring Hours
SEEK	1976-77	99,069	4,602	21.5
	1977-78	100,337	Not	Available
	1978-79	94,735	4,236	22.4
HEOP	1976-77	111,593	3,463	32.2
	1977-78	126,313	Not	Available
	1978-79	141,009	3,471	40.6
EOP State	1976-77	91,344	7,525	12.1
	1977-78	107,247	Not	Available
	1978-79	96,906	8,126	11.9
EOP Community	1976-77	12,742	2,260	5.6
	1977-78	25,806	Not	Available
	1978-79	13,232	3,664	3.6
College Discovery	1976-77	37,687	1,585	23.8
	1977-78	32,996	Not	Available
	1978-79	15,912[1]	579[1]	27.5
TOTAL	1976-77	352,435	19,435	18.1
	1977-78	392,699	Not	Available
	1978-79	361,794	20,076	18.0

[1]Tutoring information not available from Borough of Manhattan, Hostos and Queensborough Community Colleges and College of Staten Island

Tutors may be professionals, or undergraduate or graduate students who are proficient in their studies. Table 25, which presents the distribution of tutors by level, shows that all programs used undergraduate tutors more than any others. The widespread use of undergraduate tutors reflects recognition of their effectiveness. Trained and supervised by program staff, they prove to be effective even though they may lack the subject matter mastery of graduate students or professionals. The following benefits arise from the use of undergraduate tutors: they are likely to be effective because they empathize with fellow classmates; they receive reinforcement of their own knowledge; and they produce excellent results in a cost-effective way. Since they are often upperclass program students, they serve as successful role models for the students they tutor.

Table 25

Percent Distribution of Tutors by Level for All Opportunity Programs

1977-78 and 1978-79

Level of Tutor	SEEK		HEOP		EOP State Operated		EOP Comm. College		College Discovery	
	1977-78	1978-79	1977-78	1978-79	1977-78	1978-79	1977-78	1978-79	1977-78	1978-79
Undergraduate	68.4	67.2	74.4	71.9	79.7	79.9	34.0	85.0	59.6	36.4
Graduate	23.9	28.1	14.7	15.3	13.6	13.7	41.9	11.9	26.1	32.2
Professional & Other	7.7	4.7	10.9	12.8	6.7	6.4	24.1	3.1	14.3	31.4
Paid	100.0	98.9	92.8	93.0	95.0	97.9	35.6	90.7	100.0	97.2
Voluntary	- -	.1	7.2	7.0	5.0	2.1	64.6	9.3	- -	2.8

Counseling

Because of their disadvantaged backgrounds, many opportunity program students require a wide variety of counseling services in order to achieve their academic goals. Table 26 displays the counseling services provided by each program in 1978-79.

In all programs, with the exception of College Discovery, over 90 percent of the students were provided some form of counseling. HEOP provided 29 counseling hours per student. Although this represented a decrease of five counseling hours per student since 1977-78, HEOP provided from 10 to 21 more hours per student than the other opportunity programs in 1978-79.

Table 26

Distribution of Counseling Services to Opportunity Students

1977-78 and 1978-79

		Counseling Hours	Total Number of Students Served	Aver. Number of Counseling Hours Received	Percent Total Enrolled Receiving Counseling
SEEK	1977-78	97,744	10,535	9.3	91.9
	1978-79	70,760	11,629	6.1	100.0
HEOP	1977-78	184,350	6,262	29.4	93.9
	1978-79	155,823	6,264	24.9	90.1
EOP State	1977-78	113,689	8,212	13.8	100.0
	1978-79	126,159	8,775	14.4	100.0
EOP Comm.	1977-78	10,862	2,921	3.7	83.2
	1978-79	13,920	3,664	3.8	100.0
College	1977-78	46,289	6,132	7.5	100.0
Discovery	1978-79	15,287	3,917	3.9	83.9
TOTAL	1977-78	452,934	34,062	13.3	98.7
	1978-79	381,949	34,149	11.2	99.7

VI PROGRAM STAFF

The opportunity programs employ professional staffs with attitudes and skills which help them to understand and assist students in overcoming the academic and personal problems they face on the college campus. These specialists include both administrators and academic personnel. The administrators are directors, assistant directors and coordinators of various supportive services. The academic personnel include teachers, counselors, professional tutors and remedial specialists.

Table 27 displays the professional staff for each opportunity program and the average number of students served per professional staff member. Since 1976-77, HEOP and EOP have had increases in the number of counselors, while SEEK has had a pronounced decrease. The numbers of teachers and academic specialists combined decreased in all programs except SEEK, which had an 18 percent increase.

An FTE of 837.3 professional staff members, excluding College Discovery, which did not provide a complete personnel roster, served 25,494.9 students in 1978-79, resulting in a student-staff ratio of 30:1. Among the programs, the average number of students served per staff member ranged from 24 in HEOP to 59 in EOP community colleges.

Table 27

Distribution of Professional Opportunity Staff (FTE) and Comparison of Average Number of Students Served by Staff 1978-79 Academic Year

	SEEK	HEOP	EOP State	EOP Community	College Discovery[1]	Totals
Administrators	50.6	95.0	35.0	17.0		197.6
Counselors	85.2	105.3	110.0	17.0	Not	292.5
Teachers and Academic Specialists	245.7	44.5	20.0	12.0	Available	347.2
TOTALS	381.5	244.8	165.0	46.0		837.3
Average Number of Students Per Staff	25.6	23.8	43.5	59.2		30.4

[1]College Discovery did not submit a complete professional personnel roster for 1978-79.

Table 28 shows that the professional staffing of opportunity programs has declined significantly since 1972-73. The number of professional staff members has declined by about 1,586, or 41 percent, since 1972-73. The SEEK program experienced the greatest decline in the number of staff members--62 percent between 1972-73 and 1978-79. EOP in the State-operated colleges was the only program which had an increase in total staff.

An examination of the trends since 1976-77 indicates that the number of professional personnel may have stabilized. Excluding College Discovery, the total number of professional staff members has varied by less than ten people during that period.

Tabel 28

Total Opportunity Program Professional Personnel (FTE) by Sector

1972-73 to 1978-79

	SEEK	HEOP	EOP State	EOP Community	College Discovery	TOTALS
1972-73	1,009.5	246.0	108.2	59.7	NA	1,423.4
1975-76	511.0	241.9	151.1	51.4	273.2	1,228.6
1976-77	418.5	224.1	154.8	33.2	266.0	1,096.6
1977-78	389.8	225.3	164.0	46.0	271.7	1,096.8
1978-79	381.5	244.8	165.0	46.0	NA	837.3
Difference 1972-73 to 1978-79	-628.	-1.2	+56.8	-13.7	- -	-586.1

NA = Not available

VII PROGRAM OF STUDY

Table 29 shows that the majors selected most frequently by students in two-year colleges were liberal arts and business and commerce. Over 56 percent of opportunity students were enrolled in these programs. HEOP had the greatest concentration of students--63 percent--who selected these majors.

Enrollment in liberal arts predominated in EOP community colleges and HEOP. Students who plan to continue their studies at a four-year college often select this course of study. In College Discovery, the largest percentage of two-year students were enrolled in business and commerce courses. At SUNY's State-operated two-year agricultural and technical colleges, EOP students' first choice was a variety of courses labelled as "other" which include the various technologies.

Other popular selections included public service at HEOP two-year colleges and EOP community colleges and health sciences in College Discovery.

Table 29

Number and Percent Distribution of Opportunity Students
in Associate Degree Programs by Subject Area
1978-79

	HEOP 2 Year		EOP State		EOP Community		College Discovery		Total All Programs	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent	Number	Percent
Business and Commerce	149	24.2	183	22.4	732	20.0	1,489	36.0	2,553	27.7
Data Processing	6	1.0	12	1.5	89	2.4	315	7.6	422	4.6
Health Sciences	28	4.6	68	8.3	322	8.8	632	15.3	1,050	11.4
Natural Sciences	2	.3	61	7.5	123	3.4	41	1.0	227	2.4
Public Service	116	18.9	72	8.8	436	11.9	202	4.9	826	8.9
Other Occupations	61	9.9	189	23.1	315	8.6	356	8.6	921	10.0
Liberal Arts	238	38.7	67	8.2	1,255	34.2	1,088	26.3	2,648	28.7
Undeclared	15	2.4	165	20.2	392	10.7	8	.2	580	6.3
TOTAL	615	100.0	817	100.0	3,664	100.0	4,131	100.0	9,227	100.0

Table 30 presents the five major areas of study most selected by students in baccalaureate degree opportunity programs in 1978-79. In HEOP and EOP the largest percentage of upper division students were enrolled in social sciences. Business and Management ranked first for SEEK enrollees, second for HEOP students and moved from fourth to third place in EOP.

Education has diminished in popularity in recent years. In SEEK, for example, it dropped in rank from first to third and in HEOP it is no longer among the major areas of study. This trend most likely reflects the diminished employment opportunities in the field of education.

Table 30

Rank Order of Major Areas of Study for Upper Division Opportunity Students in 4 or 5 Year Bachelor Degree Programs 1978-79

Rank	SEEK	HEOP	EOP
1	Business & Mgmt.	Social Sciences	Social Sciences
2	Social Sciences	Business & Mgmt.	Education
3	Education	Psychology	Business & Mgmt.
4	Health	Biology	Fine and Applied Arts
5	Psychology	Fine and Applied Arts	Psychology

VIII STUDENT ACHIEVEMENT

Standard measures of student achievement which help to predict graduation are grade point averages, credit accumulation in an appropriate time frame and retention and separation rates.

Grade point averages

The grade point average, a numerical code indicating the quality of a student's work, may range from 0 (failure) to 4.0 (A or 100 percent). Table 31 compares the grade point average distribution of opportunity students for 1978-79. About 55 percent had passing grades of 2.0 or above, the same as in 1977-78, but a decrease of about three percentage points since 1976-77.

HEOP four-year colleges and EOP at State-operated colleges had the highest proportion--63 percent--and College Discovery the lowest proportion--48 percent--of students with grades above 2.0. In SEEK, HEOP two-year colleges and EOP community colleges, about 51 percent of the students had passing grades.

Table 31

Percent Distribution of Opportunity Students
By Grade Point Average
1978-79

GPA Range	SEEK	HEOP		EOP		College Discovery	All Programs
		4 Year	2 Year	State	Community		
00- .99	16.1	14.5	26.3	12.6	23.3	19.8	16.4
1.0-1.9	33.2	22.2	22.9	24.7	26.0	32.6	28.5
2.0-2.9	41.4	47.1	32.7	47.3	33.2	37.1	42.3
3.0-4.0	9.4	16.1	18.1	15.4	17.5	10.4	13.2

Credit Accumulation

Opportunity program students must earn credits at a consistent and timely rate in order to graduate within the time allotted, meet institutional standards for continuing matriculation, and maintain eligibility for certain types of financial aid. All the programs carry a ten semester entitlement to achieve a baccalaureate degree.

Tables 32 and 33 compare the cumulative status of the student population in each program by periods of entry, number of semesters in college, and credits accumulated toward a degree.

In both HEOP and EOP four-year programs, the distributions show that students accumulated credits at more than a sufficient rate throughout their college years to enable them to graduate within the time allotted. In HEOP baccalaureate degree programs, for example, nine percent of the students were in their final semesters but almost 16 percent had already earned credits in the 95+ range. EOP State-operated college students were equally successful in accumulating credits on schedule. Credit accumulation was consistently higher than the rate necessary for the various semesters of enrollment.

SEEK students in their final semesters appeared to be accumulating credits at a rate sufficient for graduation. However, in the early and mid stages of their college careers, SEEK students accumulated credits at a slower rate than the other program students. For example, 53 percent of the students had 23 credits or less, although only 40 percent had been in college for four semesters or less. This may indicate a fairly large number of students dropping out in the sophomore or junior years.

Table 32

Cumulative Status of Opportunity Students in
Baccalaureate Degree Programs
1978-79

	SEEK	HEOP Four-year	EOP State
Date of Entry			
1978-79	37.5	33.8	33.5
1977-78 to 1978-79	64.0	56.1	59.7
1976-77 to 1978-79	75.3	72.4	77.6
1975-76 to 1978-79	84.6	86.6	90.1
1974-75 to 1978-79	93.9	94.1	96.5
Before 1974-75 to 1978-79	100.0	100.0	100.0
Number of Semesters in College			
1-2	39.9	32.6	36.0
1-4	66.3	56.8	61.1
1-6	77.8	76.2	77.8
1-8	87.9	90.6	89.6
1-10	100.0	100.0	100.0
Credits Accumulated Toward Degree			
0-23	53.3	28.3	28.3
0-47	73.1	54.8	53.7
0-71	83.1	71.5	71.6
0-95	90.1	83.6	82.6
0-119+	100.0	100.0	100.0

As shown in Table 33, the distributions of the student population by semesters in college and credits earned were similar in College Discovery. Therefore these students were earning credits on schedule. In EOP community colleges credit accumulation progressed at a slower rate than in the other programs. For example, 20 percent of the students were in their final semesters but only 12 percent had earned credits in the top range. HEOP two-year program students were earning sufficient credits at each stage.

Table 33

Cumulative Status of Opportunity Students
in Associate Degree Programs
1978-79

	HEOP Two-Year	EOP Community College	College Discovery
Date of Entry			
1978-79	40.2	59.1	55.0
1977-78 to 1978-79	71.7	83.0	82.6
1976-77 to 1978-79	87.1	92.3	96.3
1975-76 to 1978-79	92.6	96.5	98.7
1974-75 to 1978-79	96.1	98.3	99.6
Before 1974-75 to 1978-79	100.0	100.0	100.0
Number of Semesters in College			
1-2	56.1	48.1	67.5
1-4	84.8	80.0	86.6
1-6+	100.0	100.0	100.0
Credits Accumulated Toward Degree			
0-23	49.0	58.8	68.6
0-47	79.1	87.6	88.8
0-71+	100.0	100.0	100.0

Another method of evaluating credit accumulation is to determine the rate at which students complete the credits attempted during the year.

Table 34 displays this data for 1978-79 for each of the opportunity programs. On the average, students successfully completed 76 percent of the credits attempted. This represents an increase of four percentage points since 1976-77. The completion rate varied from 85 percent in HEOP four-year institutions to 67 percent in EOP community colleges and College Discovery.

Table 35 shows that opportunity students who were enrolled in 1978-79 on the average had attempted 45 credits and completed 34 credits during their college careers. The number of credits attempted at four-year programs varied from 47 at EOP State-operated colleges to 59 at HEOP institutions. At two-year colleges the number of credits attempted ranged from 30 to 32.

During 1978-79, the average numbers of credits attempted and completed for the year by opportunity students were 22 and 16 respectively, resulting in an average credit completion rate of 71 percent. EOP students attempted the largest number of credits among both two-year and four-year programs. The City University's opportunity students attempted the lowest number of credits during the year.

Table 34

Percent Credits Earned of Credits Attempted by Students
in Opportunity Programs
1978-79

Number of Semesters in Program	SEEK	HEOP		EOP		
		Four-Year	Prison & Two-Year	State	Community College	College Discovery
1	42.9	52.7	54.5	82.8	51.9	54.5
2	59.0	76.8	71.8	75.6	69.4	64.2
3	57.6	67.7	73.0	78.2	82.0	65.8
4	64.9	84.6	78.6	81.9	75.4	68.7
5	65.3	80.2	68.0	82.9	68.4	71.6
6	70.5	87.0	76.6	79.3	47.8	72.5
7	75.3	81.7	87.4	79.9	51.7	73.0
8	78.9	91.5	86.1	91.0	50.6	71.7
9	79.4	88.1	92.5	77.6	44.2	61.9
10	77.3	87.8	82.4	81.3	81.8	47.8
Average	70.3	84.8	76.0	81.5	66.7	66.8

Table 35

Cumulative and One Year Summary of Average Numbers of Credits Hours Attempted and Completed by Opportunity Students 1978-79

	Cumulative Average		One Year Average	
	Credits Attempted	Credits Completed	Credits Attempted	Credits Completed
SEEK	49.9	35.1	20.0	12.0
HEOP Four-Year	58.6	49.7	23.8	18.6
HEOP, Prison & Two-Year	39.2	29.8	20.5	14.3
EOP State	46.5	37.9	28.1	23.2
EOP Community	30.3	20.2	22.2	13.6
College Discovery	30.7	20.5	16.4	10.3
AVERAGE	45.4	34.3	22.3	15.8

Graduation

Table 36 illustrates that, since the opportunity programs began, over 127,000 persons have participated. The addition of 2,466 new graduates in 1978-79 brings the total of opportunity program graduates to almost 19,900.

As the number of opportunity program students who receive their degrees increases, the economic returns of the programs multiply. A study conducted by the Bureau of Higher Education Opportunity Programs in 1978 estimated that the financial returns which accrue to the State alone because of the improved earning power of HEOP students is about $15,000 during the working lifetime of each graduate. This savings is based on anticipated increases in income and sales tax revenues and decreases in welfare and other social costs.

This rate of savings applied to the number of graduates of opportunity programs up to 1978-79 compared to the cost of the programs since their inception results in an estimated net return of about $6 million to New York State.

Table 36

Total Graduates Compared to Total Students Ever Enrolled in Opportunity Programs to 1978-79

	Number of Students Enrolled Up to 1978-79	Number of Graduates
SEEK	37 981	3,786
HEOP	25,025	5,319
EOP State	30,477	6,104
Community	18,063	2,189
College Discovery	15,794	2,498
TOTALS	127,340	19,896

Retention and Separation

Table 37 shows separations from the programs, excluding transfers, as a percent of headcount enrollment. The average for all programs was about 25 percent in both 1977-78 and 1978-79. This figure represents a four percentage point increase over 1976-77.

Each of the programs, except College Discovery, had increases in the percent separating. The College Discovery data cannot be used for comparison purposes, since attrition information is missing from two of the participating colleges. The EOP programs had the largest increases in the proportion of students leaving for reasons other than graduation or transfer. At the State-operated colleges and community colleges, the increases were six and nine percentage points respectively.

SEEK, followed by HEOP, had the lowest separation rates in 1976-77 through 1978-79.

Table 37

Separations, Excluding Transfers and Graduates, Compared to Total Headcount Enrollment 1978-79

	Separations, Excluding Transfers	
	Number	Percent of HC Enrollment
SEEK	2253	21.1
HEOP	1670	24.0
EOP-State	2136	25.8
EOP-Community	1463	39.9
College Discovery	911[1]	19.5
TOTAL	8433	24.6

[1]Does not include attrition data from Borough of Manhattan Community College and College of Staten Island.

Table 38 compares the 1976-77 and 1978-79 distributions of student separations by reason for separation. On an average, 38 percent of the students who left the programs before graduation were academically dismissed in 1978-79, an increase of four percentage points over 1976-77. This increase can be attributed to the 30 percent increase in academic dismissals in SEEK. Each of the other programs had a decrease during this period. The greatest decrease, 21 percent, was reported by College Discovery.

For all programs except SEEK, financial, medical and personal problems continued to constitute the largest category of reasons for students' leaving prior to graduation.

Table 38

Percent Distribution of Opportunity Program
Students Leaving Program Before Graduation
By Reason for Separation
1976-77 to 1978-79

Reason for Depart.		SEEK		HEOP		EOP State		EOP Community		College Discovery		AVERAGE	
		1976-77	1978-79	1976-77	1978-79	1976-77	1978-79	1976-77	1978-79	1976-77	1978-79	1976-77	1978-79
Trans.	Perc.	5.8	7.0	10.9	9.6	6.7	10.2	7.9	8.2	7.9	10.0	7.5	8.9
	Chg.	+1.2		-1.3		+3.5		+.3		+2.1		+1.4	
Acad. Dism.	Perc.	29.3	59.6	27.6	24.8	45.1	41.7	22.3	21.6	44.0	23.5	33.8	37.6
	Chg.	+30.3		-2.8		-3.4		-.7		-20.5		+3.8	
Acad. Leave.	Perc.	8.5	6.9	7.2	9.9	5.2	1.5	1.5	6.5	11.5	6.8	6.9	6.0
	Chg.	-1.6		+2.7		-3.7		+5.0		-4.7		-.9	
Other-Fin. Med. Pers.	Perc.	56.4	26.5	54.3	55.7	43.0	46.6	68.3	63.7	36.6	59.7	51.8	47.5
	Chg.	-29.9		+1.4		+3.6		-4.6		+23.1		-4.3	

IX PROGRAM FINANCING

Source of Funding

Opportunity programs in New York State receive their funds from three major sources: The State, the participating institutions and the Federal government.

New York State

New York State provides financial assistance to opportunity programs through several channels. It has made a separate annual appropriation since 1966-67, when the first opportunity program, SEEK, received $1,500,000 to serve 1,215 students. As shown in Table 39, in 1978-79 the total appropriation for opportunity programs was $24,807,500 for almost 32,000 students. However between 1966-67 and 1978-79, the State contribution of dollars per student decreased from $1,235 to $849.

Between 1976-77 and 1978-79, the total appropriation fluctuated because of changes in the method of funding SEEK. In 1976-77, SEEK State appropriations were limited to certain ceilings with no specified match. In 1977-78 the funding formula for the programs was 75 percent State/25 percent City. The City-State expenses were shared equally in 1978-79.

Overall, the level of funding for the other opportunity programs decreased five percent from 1976-77 to 1978-79. HEOP was the only program which received a small increase in both funding and students.

Table 39

Opportunity Programs State Appropriations and Projected Enrollment
1976-77 to 1978-79

	SEEK	HEOP	EOP State	EOP Community	College Discovery	TOTALS
1976-77 Appropriation	10,600,000	7,591,000	7,410,000	1,055,300	758,400	27,414,700
# Students	10,600	5,300	7,800	3,400	4,100	31,200
1977-78 Appropriation	15,150,000	7,966,000	6,942,000	1,071,000	725,000	31,854,000
# Students	10,200	5,563	7,800	3,400	4,600	31,563
1978-79 Appropriation	8,803,000	7,966,000	6,458,500	855,000	725,000	24,807,500
# Students	10,500	5,563	7,800	3,400	4,600	31,863

Funds from the State's opportunity appropriations for SEEK, HEOP and EOP at the State-operated colleges were used for both supportive services and student financial aid at the two-year college programs. In College Discovery and EOP in the community colleges, the special appropriations were spent only for student financial aid.

In addition to special appropriations, New York State provides indirect financial support to opportunity programs in the public sector. Funds from the regular operating budgets of the sponsoring colleges pay some of the program costs of EOP, SEEK and College Discovery. In the case of EOP, the State provided most of the money. For SEEK and College Discovery, both New York City and the State were sources of revenue. Funds from the regular operating budgets were used for both student financial aid and supportive services in EOP, although less than five percent of the funds were spent for supportive services.

New York State contributes money directly to disadvantaged students through the Tuition Assistance Program (TAP). In 1978-79 TAP funds constituted from 21 to 31 percent of the funds available to students from all financial aid sources including the institutional and Federal contribution.

Federal Government

Federal contributions to the opportunity programs totalled almost $64 million in 1978-79. This amount represented 57 percent of the total expenditures for opportunity programs. The Federal share of expenditures has increased steadily in terms of both actual dollars and in proportion to other expenditures. In 1976-77 expenditures from the category of Federal and other funds represented 52% of total expenditures.

Federal funds generally provided assistance in the form of direct aid to students. Basic Education Opportunity Grants (BEOG), Supplemental Education Opportunity Grants (SEOG), the College Work Study Program (CWSP), and National Direct Student Loan (NDSL) were the chief sources of Federal funds to students in all programs.

Only a few institutions participating in EOP at SUNY and in HEOP were able to acquire Federal funds for supportive services. The Federal contribution to supportive services amounted to less than two percent in each case.

Institutional

The institutional funds committed to the opportunity programs by CUNY and SUNY were mostly from public funds appropriated to the colleges through their operating budgets. In HEOP these funds were provided by the independent institutions participating in the program. Each college was required to provide an amount equal to at least 15 percent of its HEOP grant. Most institutions provided a much greater share. In 1978-79, institutional contributions represented 85 percent of the HEOP grant.

Table 40 displays the sources of revenue as a percent of total expenditures. The institutional share of expenditures has fluctuated in recent years, representing 22 percent of the total in 1976-77, 19 percent in 1977-78 and 21 percent in 1978-79.

Among programs the institutional contribution varied from nine percent in EOP State-operated colleges to around 33 percent for the City University's opportunity programs. Except for major changes in the City-State formula of funding for SEEK, the institutional share of expenditures has not changed appreciably.

Table 40

Percent Distribution of Expenditures by Source of Revenue

1978-79

	Opportunity Grant	Regular Institution Funds	Federal & Other
SEEK	28.0	32.8	39.2
HEOP	20.7	17.6	61.7
EOP State Operated	22.4	9.0	68.6
EOP Community	9.3	16.8	73.9
College Discovery	25.3	33.3	41.4
AVERAGE	22.4	20.5	57.1

Student Financial Aid

Student financial assistance is the major expenditure category in all opportunity programs. The money covering this budget item is for the educational and living expenses of each individual student. Elements such as economic situation, number of dependents and place of residence determine the budget category to which a student is assigned.

Table 41 shows the distribution of opportunity students by budget category for 1975-76 through 1978-79. Beginning with 1978-79, independent without dependents and independent with dependents categories replaced the categories designated as independent and married. The switch from married to the independent with dependents designation resulted in significant increases in the numbers of students being reported in the latter category in HEOP and EOP community colleges.

Table 41

Percent Comparison of Opportunity Students
in Each Budget Category
1975-76 to 1978-79

	SEEK				HEOP				EOP State				EOP Community				College Discovery			
	1975 -76	1976 -77	1977 -78	1978 -79	1975 -76	1976 -77	1977 -78	1978 -79	1975 -76	1976 -77	1977 -78	1978 -79	1975 -76	1976 -77	1977 -78	1978 -79	1975 -76	1976 -77	1977 -78	1978 -79
Dep. Comm.	59.5	61.1	62.4	64.0	25.6	24.2	27.3	23.1	13.7	11.6	14.2	15.3	24.9	28.4	29.5	24.8	58.4	60.3	59.8	60.0
Dep. Res.	4.2	3.0	1.9	-	28.1	28.1	28.4	28.2	43.3	48.0	46.5	49.6	8.3	6.9	7.6	9.3	.3	.3	.7	-
Ind.[1] w/o Dep.	30.1	29.7	29.9	30.0	36.3	38.8	34.4	29.0	35.5	32.3	30.7	26.6	54.8	52.6	48.7	33.0	35.1	32.6	33.4	34.0
Ind. w/ Dep.	6.2	6.2	5.8	6.0	10.0	8.9	9.9	19.7	7.5	8.1	8.6	8.5	12.0	12.1	14.1	32.9	6.2	6.8	6.1	6.0

[1]Prior to 1978-79 the independent without dependents and independent with dependents categories were designated as independent and married respectively.

Table 42 displays the average per student cost of attending an opportunity program during the 1978-79 academic year. The cost of attendance depends on the amount charged for tuition, books, fees, the room and board expenses of resident students and on the general cost of living in the areas surrounding the college.

In 1978-79, as in previous years, HEOP had the highest educational budget because independent colleges charged higher tuitions than public colleges. Living expenses varied less than $430 among the opportunity programs.

Table 42

Distribution of Budgeted College-Going Cost for Opportunity Students
1978-79

	SEEK		HEOP 4 Year		HEOP 2 Year		EOP State		EOP Community		College Discovery	
College-going Cost for 9 Mbs.	AMT.	%	AMT.	%	AMT.	%	AMT.	%	AMT.	%	AMT.	%
Educational	1,048	26.8	3,502	56.0	2,378	42.9	1,164	29.8	1,023	26.4	1,005	26.0
Living	2,862	73.2	2,755	44.0	3,171	57.1	2,744	70.2	2,845	73.6	2,862	74.0
TOTAL	3,910	100.0	6,257	100.0	5,549	100.0	3,908	100.0	3,868	100.0	3,867	100.0

Table 43 shows that between 1976-77 and 1978-79 the average cost of attendance increased from 14 to 18 percent for HEOP and The City University's opportunity programs. The budgeted costs for the Educational Opportunity Programs were lower in 1978-79 than in 1976-77. This decrease does not reflect a trend, however, since large fluctuations have occurred in the budgets reported by ECP. As the 1976-77 Final Report for the Opportunity Programs indicated, inordinately high EOP community college student budgets were reported for that year.

A comparison of average student budgets since 1972-73 reveals that in all programs except College Discovery, for which 1972-73 data were not available, costs increased by at least 50 percent. In HEOP two-year colleges and EOP community colleges the costs more than doubled during this period.

Table 43

Comparison of Budgeted College-Going Costs
for Opportunity Students
1972-73 to 1978-79

	SEEK	HEOP 4 Year	HEOP 2 Year	EOP State	EOP Community	College Discovery
1972-73	2,154	3,952	2,680	2,575	1,644	NA
1974-75	3,040	5,025	3,050	4,283	3,141	3,040
1976-77	3,368	5,469	4,699	4,672	6,666	3,376
1978-79	3,910	6,257	5,549	3,908	3,868	3,867
Difference 1972-73/1978-79						[1]
Amount	+1,756	+2,305	+2,869	+1,333	+2,2[illegible]	+827
Percent	81.5	58.3	107.1	51.8	13[illegible].3	27.2

NA = Not available
[1] Difference 1974-75 to 1978-79

The students' projected needs are met by income from State, institutional and Federal sources described earlier in this chapter. Table 44 displays the average financial aid received by opportunity students from all sources, including grants, work and loans, with the exception of student and family contributions, including personal loans.

Table 44

Distribution of Financial Aids to Opportunity Students
1978-79

(weighted averages)

	SEEK	HEOP 4 yr.	HEOP 2 yr.	EOP State	EOP Community	College Discovery
Total Grants in Aid per Student	2,112	4,377	3,593	2,575	1,732	2,282
Total Work, Loans, Other Sources per Student	115	805	1,620	405	437	99
Total Average[1] Aid per Student	2,227	5,182	5,213	2,980	2,169	2,381

[1]Includes grants, work and loans (all except student and family).

Table 45 shows the distribution of financial aids from each source of revenue. A comparison of these data with 1976-77 reveals that the category of Federal and other aid per student increased for all programs except SEEK and EOP at the community colleges. The State's share of financial aid, including the opportunity grants and the TAP award, increased in all programs with the exception of SEEK, which reported a decline in per student financial aid contribution from the opportunity grant.

HEOP was the only program in which the institutional contribution to financial aid was of any significance.

Table 45

Distribution of Financial Aid/Student
From All Sources, 1978-79 Academic Year
(weighted averages)

	SEEK	HEOP 4 yr.	HEOP 2 yr.	EOP State	EOP Community	College Discovery
State						
Oppor. grant	534	747	623	651	263	632
TAP	675	1391	1228	633	523	690
Loans	2	152	96	88	122	1
Inst. Aid						
Grant/Waiver		704	271	12	5	
Loans				2	5	
Work		7	56	3	3	
Federal Aid						
BEOG	902	1324	1101	1152	871	959
SEOG	1	211	370	127	70	1
CWSP	56	112	81	82	106	46
NDSL	57	186	15	120	48	50
VA/SS	NA	100	72	65	135	NA
Other		248	1300	45	18	2
TOTALS[1]	2227	5182	5213	2980	2169	2381

NA - Information not available.

[1]Does not include student and family contributions.

Table 46 shows the average aid available to students compared with the average student budget. In each of the programs, students continued to have large unmet financial needs. With the exception of HEOP two-year programs, the aid gap ranged from $900 to almost $1,700. Even with work and loans, total costs could not be met, a fact which placed an additional burden on students already economically hard pressed.

Figure 1 illustrates the portion of student expenses which must be met by student and family contributions. To meet these unfilled financial needs students often must obtain additional part-time work, acquire unreported personal loans, or forego personal necessities such as books, lunches and medical services.

Table 46

Average Costs Compared to Average Aid
Available to Opportunity Students
1978-79

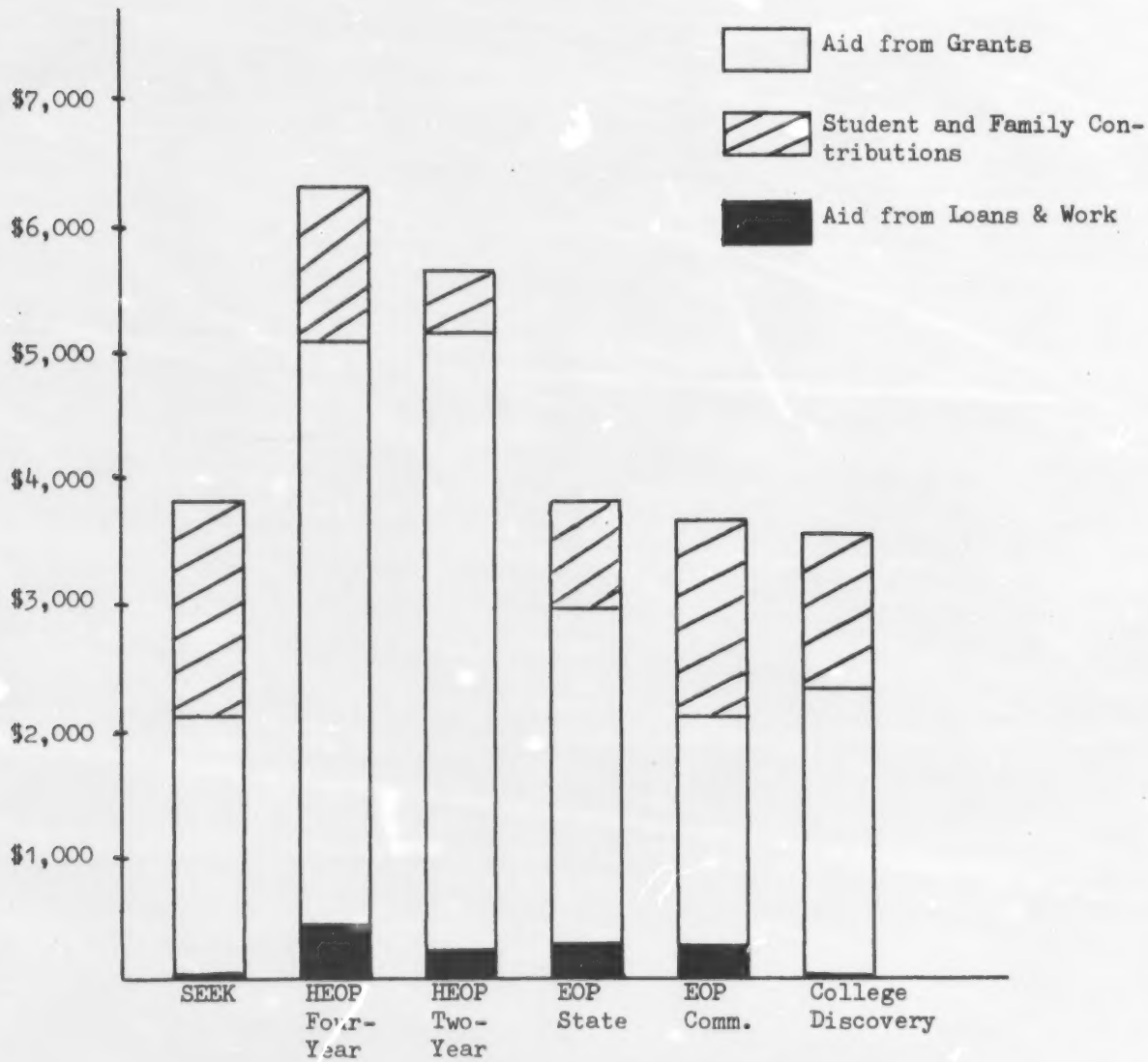
	SEEK	HEOP		EOP		College Discovery
		4 yr.	2 yr.	State	Community	
Total Average Aid	2227[1]	5182	5213	2980	2169	2381[1]
Total Average Budget	3910	6257	5549	3908	3868	3867
Differences:						
Unmet Need	1683	1075	336	928	1699	1486

[1]Does not include VA/Social Security funds.

Figure 1

Comparison of Budgeted College Going Costs
for Opportunity Students

Showing Total Aid from All Sources
and Aid Gap Met by Student and Family Contributions
1978-79



Supportive Services

Supportive services constitute the other major category in the budgets of opportunity programs. Professional salaries, student assistant salaries, clerical and secretarial salaries, employee benefits, remedial/developmental tuition, consumable supplies, travel, contractual services and indirect expenses are all components of this expenditure category. Tables 47-56 display total expenditures, the amounts spent for each category of supportive services, and the sources of revenue for each opportunity program during 1977-78 and 1978-79.

Expenditures for supportive services decreased by about $3.3 million, or 11 percent, between 1976-77 and 1978-79. Each of the opportunity programs except HEOP had a decrease in supportive services during this period. In College Discovery, funds for this category of expenditures decreased by over 52 percent.

If SEEK, which has had changes in the SEEK-City funding formula, is excluded from an examination of contribution to supportive services by source of funding, the trends which emerge are that opportunity program funds for this purpose increased by 16 percent while funds from the institutional or regular operating budget funds decreased by 27 percent. Federal funds for supportive services increased from 1976-77 to 1978-79 but continued to represent less than four percent of the total.

Table 47

SEEK Expenditure Summary, 1977-78

	Program	Regular	Federal and Other	Total
Professional Personnel	$6,115,000	2,039,000		8,154,000
Employee Benefits				
Rem/Dev. Tuition				
Student Assistants	102,000	34,000		136,000
Employee Benefits				
Clerical & Secretarial Personnel	578,000	192,000		770,000
Employee Benefits				
Consumables	13,779	4,593		18,372
Equipment				
Travel	750	250		1,000
Indirect Expenses				
Contractual Services	10,300	3,434		13,734
Other				
SFA	4,520,791	1,506,931	10,643,639	16,671,361
Total	11,340,620	3,780,208	10,643,639	25,764,467
Each source as % of Total	44.0	14.7	41.3	

Table 48

SEEK Expenditure Summary, 1978-79

	Program	Regular	Federal and Other	Total
Professional Personnel	$1,085,487	3,256,461		4,341,948
Rem/Dev. Tuition				
Student Assistants	50,607	151,820		202,427
Clerical & Secretarial Personnel		2,894,632		2,894,632
Employee Benefits - All Personnel	590,265	1,770,648		2,360,913
Consumbales	8,211	24,632		32,843
Equipment		15,059		15,059
Travel				
Indirect Expenses				
Contractual Services	11,019	33,057		44,076
Other				
SFA	5,222,488		9,759,264	14,981,752
Total	6,968,077	8,146,309	9,759,264	24,873,650
Each source as % of Total	28.0	32.8	39.2	

Table 49

HEOP Expenditure Summary, 1977-78

	Program	Regular	Federal and Other	Total
Professional Personnel and Employee Benefits	$ 2,903,645	875,448	28,483	3,807,576
Rem./Dev. Tuition	33,663	51,340	80,700	165,703
Student Assistants and Employee Benefits	386,602	135,541	50,407	572,550
Clerical & Secretarial Personnel and Employee Benefits		360,257	4,758	365,015
Consumables	6,874	92,938	600	100,412
Equipment		36,093	308	36,401
Travel	55,129	54,798	665	110,592
Indirect Expenses		846,717	1,281	847,998
Contractual Services	85,012	16,780		101,792
Other				
SFA	4,060,877	3,736,394	21,891,319	29,688,590
Total	7,531,802	6,206,306	22,058,521	35,796,629
Each Source as % of Total	21.0	17.3	61.6	

Table 50

HEOP Expenditure Summary, 1978-79

	Program	Regular	Federal and Other	Total
Professional Personnel and Employee Benefits	$ 3,229,689	1,022,077	32,285	4,284,051
Rem./Dev. Tuition	25,238	72,114	199,948	297,300
Student Assistants and Employee Benefits	429,148	188,749	70,873	688,770
Clerical & Secretarial Personnel and Employee Benefits		388,123	3,331	391,454
Consumables	5,102	100,549	84	105,735
Equipment		34,401	565	34,966
Travel	53,107	49,631	1,449	104,187
Indirect Expenses		946,381		946,381
Contractual Services	44,381	21,066		65,447
Other				
SFA	4,537,558	4,253,153	24,487,028	33,277,739
Total	8,324,223	7,076,244	24,795,563	40,196,030
Each Source as % of Total	20.7	17.6	61.7	

Table 51

EOP State-Operated Campus Expenditure Summary 1977-78

	Program	Regular	Federal and Other	Total
Professional Personnel	$1,089,520	1,327,313	148,406	2,565,239
Employee Benefits	102,910	416,120	60,814	579,844
Remedial/Developmental Tuition	4,931	22,068		26,999
Student Assistants	243,790	82,426	44,516	370,732
Employee Benefits		5,808	8,667	14,475
Clerical & Secretarial Personnel		327,225	19,318	346,543
Employee Benefits		73,048	12,688	85,736
Consumables	28	59,345	4,142	63,515
Equipment		11,875	60	11,935
Travel		24,716	3,467	28,183
Indirect Expenses		70,792	6,888	77,680
Contractual Services		98,905	1,828	100,733
Other				
SFA	5,099.431	234,066	18,520,729	23,854,226
Total	6,540,610	2,753,707	18,831,523	28,125,840
Each Source as % of Total	23.3	9.8	66.9	

Table 52

EOP State-Operated Campus Expenditure Summary 1978-79

	Program	Regular	Federal and Other	Total
Professional Personnel	$1,070,991	1,394,917	94,787	2,560,695
Employee Benefits	94,745	390,441	157,179	642,365
Remedial/Developmental Tuition		21,603		21,603
Student Assistants	266,041	60,836	22,208	369,085
Employee Benefits		86,644	10,303	96,947
Clerical & Secretarial Personnel		221,788	13,480	235,268
Employee Benefits		42,435	6,328	48,763
Consumables		37,791	1,801	39,592
Equipment		18,602		18,602
Travel		35,407	500	35,907
Indirect Expenses		26,784	794	27,578
Contractual Services		14,165		14,165
Other				
SFA	4,685,754	125,078	18,534,847	23,345,679
Total	6,137,531	2,476,491	18,842,227	27,456,249
Each Source as % of Total	22.4	9.0	68.6	

Table 53

EOP Community College Campus Expenditure Summary, 1977-78

	Program	Regular	Federal and Other	Total
Professional Personnel		832,316	10,330	842,646
Employee Benefits		217,830	2,280	220,110
Remedial/Developmental Tuition		8,855	12,590	21,445
Student Assistants		47,260	5,052	52,312
Employee Benefits		3,262		3,262
Clerical & Secretarial Personnel		138,836	6,550	145,386
Employee Benefits		36,215	1,638	37,853
Consumables		6,980	2,280	9,260
Equipment		711	1,950	2,661
Travel		4,840		4,840
Indirect Expenses		6,327		6,327
Contractual Services		1,500		1,500
Other				
SFA	$ 734,990	29,010	6,259,205	7,023,205
Total	734,990	1,233,942	6,301,875	8,370,807
Each source as % of Total	8.8	15.9	75.3	

Table 54

EOP Community College Campus Expenditure Summary 1978-79

	Program	Regular	Federal and Other	Total
Professional Personnel		762,800	24,000	786,800
Employee Benefits		207,939	6,240	214,179
Remedial/Developmental Tuition		800		800
Student Assistants		42,416	3,690	46,106
Employee Benefits		9,596	959	10,555
Clerical & Secretarial Personnel		116,579	3,200	119,779
Employee Benefits		36,905	832	37,737
Consumables		8,034		8,034
Equipment		820		820
Travel		4,998		4,998
Indirect Expenses		73,462		73,462
Contractual Services		2,344		2,344
Other				
SFA	$ 715,589	36,651	5,676,393	6,428,633
Total	715,589	1,303,344	5,715,314	7,734,247
Each Source as % of Total	9.3	16.8	73.9	

Table 55

College Discovery Expenditure Summary
1977-78

	Program	Regular	Federal and Other	Total
All Personnel Professional Personnel Student Assistants Clerical & Secretarial Personnel		6,250,934		6,250,934
Employee Benefits				
Remedial/Developmental Tuition				
Consumables		71,222		71,222
Equipment		11,252		11,252
Travel		5,454		5,454
Indirect Expenses				
Contractual Services		82,419		82,419
Other				
SFA	$2,403,495	397,026	4,468,534	7,269,055
Total	2,403,495	6,818,307	4,468,534	13,690,336
Each Source as % of Total	17.6	49.8	32.6	

Table 56

College Discovery Expenditure Summary
1978-79

	Program	Regular	Federal and Other	Total
All Personnel Professional Personnel Student Assistants Clerical & Secretarial Personnel		2,980,377		2,980,377
Employee Benefits		753,439		753,439
Remedial/Developmental Tuition				
Consumables		12,170		12,170
Equipment				
Travel				
Indirect Expenses				
Contractual Services		145,391		145,391
Other				
SFA	$2,961.695		4,844,135	7,805,830
Total	2,961,695	3,891,377	4,844,135	11,697,207
Each Source as % of Total	25.3	33.3	41.4	

Conclusion

In general, reports from these programs demonstrate the achievement of a certain level of maturity. Opportunity programs were characterized in their early days by erratic administration, rapidly changing styles, and varying results as new methods were tested for effective service to nontraditional populations. Now, after more than ten years of broad State support and constant and critical monitoring, the programs show stable enrollment, student progress through to graduation approaching the norms for regularly admitted students, tighter administration, and more accurate and timely accountability.

The techniques for effective student service are broadly agreed upon. With the recent adoption of prefreshman summer programs at SEEK and EOP, all the programs show a similar, comprehensive approach including waiving regular admissions criteria; diagnostic testing; prescriptive programming including remedial/developmental coursework, tutoring, and counseling; and supplemental financial assistance.

The opportunity program system has also proved flexible enough to permit many different types of institutions to participate in some aspect of the search for equal access, providing a method for a spectrum of institutions, from open admissions to high selectivity, to serve disadvantaged students. Interprogram and intersector transfer programs have, for instance, allowed students who began their careers at College Discovery at a City University unit such as Bronx Community College to become potential future leaders of their communities in pre-medicine or pre-law programs through HEOP at Columbia University, SEEK at the City College of New York, and EOP at the State University at Stony Brook. One drawback to such flexibility is City University's policy of not allowing students from other programs to transfer into SEEK, although SEEK students may transfer to the other program.

Recommendation 1: City University should permit students from other opportunity programs to transfer into SEEK on a space-available basis.

While enrollments on the whole have stabilized, certain trends bear discussion. The proportion of males, and especially of black males, is decreasing in these programs statewide. Black males also constitute the single greatest contributing group to urban unemployment.

Recommendation 2: The opportunity programs should examine together ways of more effectively reaching and retaining black male students.

The other group on which increased attention will inevitably focus is non-English-dominant students, including Puerto Ricans and other Hispanics, Haitians and South and Southeast Asians. Projections show this to be the fastest-growing college-age group for the next ten to twenty years.

Recommendation 3: The opportunity programs should continue their efforts to discover ways of effectively serving the needs of disadvantaged persons whose first language is other than English.

In some senses the initial purpose of these programs - to provide a vehicle for admitting and serving underrepresented, and especially minority, students - is anachronistic, and in another is very contemporary. Racial and ethnic minorities are no longer nearly missing from our State's post-secondary institutions, as they were a short twenty years ago. On the other

hand, equal access is not yet a reality.

According to the March-April issue of "Inside Education," in New York State the college graduation rates for 1976-77 9th grade cohorts for black, Hispanic and white males are, respectively, 1[illegible], 18 and 44 percent; for black, Hispanic and white females, the rates are 2[illegible] 29 and 44 percent. In general, 9th graders who are white are twice as likely to receive a college degree as their minority counterparts.

Yet paradoxically the State's support of the special opportunity programs has not increased. Indeed, as demonstrated by Figure 1, the proportion of the State's higher education budget for opportunity programs peaked in 1973, and has now fallen to the 1970 level, even as minorities and the disadvantaged have continued to make up an ever greater proportion of the college student population.

Undoubtedly one of the causes of this trend has been the entrance into the postsecondary system, in large numbers, of students sharing some, but not necessarily all, of the attributes and needs of special opportunity program students, such as need for financial assistance or special academic support. This has led to a rapid growth in State support of more generically applicable programs such as the Tuition Assistance Program, and institutional creation of academic support systems, such as tutoring services and learning centers, available to all students.

A problem to be faced is how to preserve the accomplishments and special focus of the opportunity programs while this expansion to a wider base takes place.

Recommendation 4: The opportunity programs should begin to plan for the integration of their special academic support programs with those of their host institutions, while making sure the focus and mission of the special programs is maintained. The order of integration of services might be: diagnostic testing; basic skills instruction; tutoring; and counseling. An emphasis on service to minorities and the disadvantaged should be preserved as well in recruitment, admissions, and student activities programming.

In the face of rapidly rising costs, the relatively small amount of supplemental financial assistance available to opportunity program students makes an important difference in their ability to attend college and to perform well there.

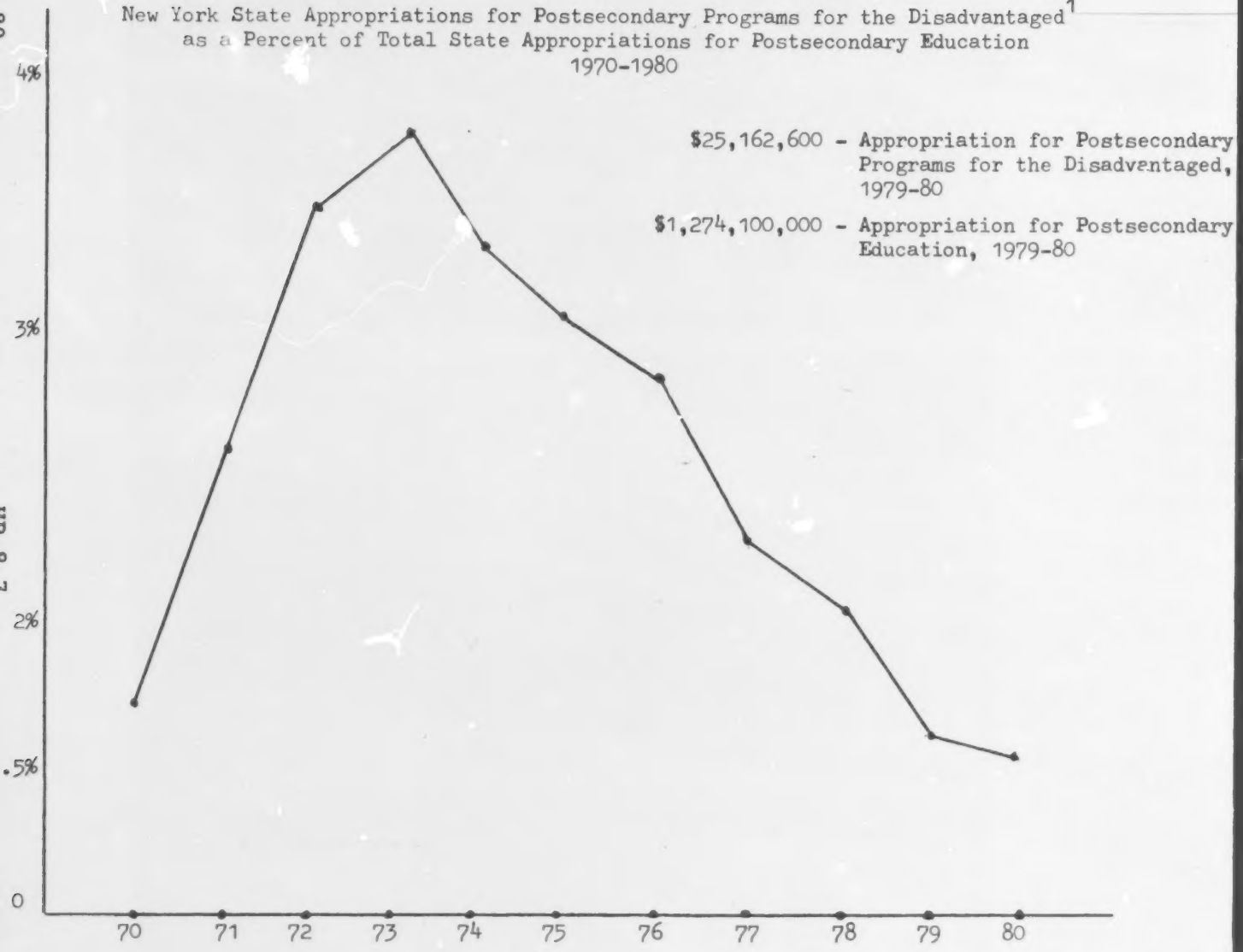
Recommendation 5: The appropriated amount available to special program students for financial aid should be increased to the point where their financial needs are satisfied, after other grants, loans, work and savings have been taken into account.

The concept of a five-year financial aid entitlement for opportunity students, which recognizes the time-lengthened nature of remedial/developmental coursework for academically disadvantaged students, is reflected in TAP policy as well. Many college students who are not in opportunity programs are similarly academically underprepared. As academic support programs become more integrated, it will be increasingly unfair to limit non-opportunity disadvantaged students to four years.

Recommendation 6: Consideration should be given to strengthening state financial aid programs to serve the needs of all disadvantaged and underprepared students who require a longer than traditional time period to complete the degree, provided such students are enrolled in comprehensive and effective programs of remedial study.

Figure 1

New York State Appropriations for Postsecondary Programs for the Disadvantaged[1] as a Percent of Total State Appropriations for Postsecondary Education 1970-1980



[1]Includes EOP, HEOP, SEEK and CD.

Sources: 1. State of New York Executive Budgets
2. State Fiscal Options for Postsecondary Education In New York State in a Period of Declining Enrollment, New York State Education Department

Finally, the relationship of special opportunity programs to the two-year colleges, many of which are "open door" and serve large numbers of disadvantaged students not in special programs, requires reexamination. Special program funding for such programs consists largely of financial aid, based on the assumption that resources are available through other funding channels for serving the academic support needs of opportunity program and other disadvantaged students. Yet in terms of actual programmatic activities such as tutoring and counseling, the C.D. and EOP students at two-year colleges are by far the least well served of all the opportunity program students.

Recommendation 7: The public universities should together examine the relationship of special opportunity programs to the community colleges and recommend new patterns for effectively serving the needs of disadvantaged students at those institutions.

XI APPENDIX

INSTITUTIONS PARTICIPATING IN NEW YORK STATE OPPORTUNITY PROGRAMS, 1978-79

A. City University of New York

I. SEEK

Bernard M. Baruch College
Brooklyn College
City College
College of Staten Island
John Jay College of Criminal Justice
Herbert H. Lehman College
Hunter College
Medgar Evers College
Queens College
York College

II. College Discovery

Borough of Manhattan Community College
Bronx Community College
College of Staten Island
Hostos Community College
Kingsborough Community College
Kingsborough Bilingual Institute
Medgar Evers College
New York City Community College
Queensborough Community College
LaGuardia Community College

B. Independent Colleges & Universities

I. HEOP

a. Four-Year Programs

Adelphi University
Bard College
Barnard College
Canisius College
Colgate University
College of Mt. St. Vincent
College of New Rochelle
College of St. Rose
Columbia College of Columbia University
Columbia University-General Studies
Cornell University
C. W. Post College

Daemen College
Dowling College
Eisenhower
Elmira College
Fordham University-Lincoln Center
Fordham University-Rose Hill
Hamilton/Kirkland College
Hobart & William Smith Colleges
Hofstra University
Iona College
Ithaca College
Keuka College
LeMoyne College
Long Island University
Manhattan College
Manhattanville College
Marist College
Marymount College
Marymount Manhattan College
Medaille College
Mercy College
Molloy College
Mt. St. Mary College
Nazareth College
New York Institute of Technology (Manhattan)
New York Institute of Technology (Old Westbury)
New York University
Niagara University
Nyack College
Pace University
Parsons School of Design
Polytechnic Institute of New York
Pratt Institute
Rensselaer Polytechnic Institute
Rochester Institute of Technology
Russell Sage College
St. John Fisher College
St. John's University
St. Lawrence University
Siena College
Southampton, Long Island University
Syracuse University
University College of Syracuse
University of Rochester
Union College
Utica College
Vassar College
Wagner College

b. Two-Year Programs

Albany Business College
Boricua College
Culinary Institute of America
Elizabeth Seton College

Junior College of Albany
Malcolm-King: Harlem Extension
Mater Dei College

c. Prison Programs

University College of Syracuse/Auburn
JCA/Coxsackie
Marist/Greenhaven
Niagara Frontier Consortium/Attica
Skidmore/UWW/Great Meadow

C. State University of New York

I. State-Operated Campuses

a. University Center

Albany
Binghamton
Buffalo
Stony Brook

b. University Colleges

Brockport
Buffalo
Cortland
Fredonia
Geneseo
Purchase/Mt. Vernon
New Paltz
Old Westbury
Oneonta
Oswego
Plattsburgh
Potsdam
Purchase
Utica/Rome

c. Specialized Colleges

College of Environmental Science and Forestry
Maritime College at Fort Schuyler
Statutory College at Cornell University
Upstate Medical Central

d. Agricultural and Technical Colleges

Alfred
Canton
Cobleskill
Delhi
Farmingdale
Morrisville

II. Community Colleges

Broome
Cayuga
Columbia-Greene
Corning
Dutchess
Erie
Fashion Institute
Finger Lakes
Fulton-Montgomery
Genesee
Herkimer
Hudson Valley
Jamestown
Jefferson
Mohawk Valley
Monroe
Onondaga
Orange
Rockland
Schenectady
Suffolk
Ulster
Westchester